Course:	ED662-N Current Theory & Practice in Educational Assessment
Credit:	3 credit hours
Semester:	Summer 2025 (Session 2)
	July 7th – August 15th
Instructor:	Dr. Mary F. Briggs
Contact Info:	Office phone: 816-425-6181
	Email: mary.briggs@calvary.edu

I. DESCRIPTION

This course further examines the various assessment theories, practices, and techniques. Emphasis is placed on the design, development, and implementation of performance-based assessment, task analysis, development and use of scoring instruments and rubrics, and the application of professional assessment skills. (Prerequisite: ED610 or declare Elementary Education emphasis track.)

II. OBJECTIVES: The student will:

1. Understand current theories, practices, and tools of educational assessment.
    a. PLO-1, 2, 3, 4
    b. Assignments: A, B.1 – B.8

2. Design a variety of performance-based assessments for use in educational settings.
    a. PLO-1, 2, 3, 4
    b. Assignments: A, B.4, B.5

3. Create a plan for facilitating the educational assessment change process.
    a. PLO-1, 2, 3, 4
    b. Assignments: A, B.7

4. Synthesize a comprehensive Biblical philosophy of educational assessment.
    a. PLO-1, 2, 3, 4
    b. Assignments: A, B.1 – B.8

Our Mission: "…to prepare Christians to live and serve in the church and in the world according to the Biblical worldview."

III.   MATERIALS

1.   The Bible (Please refer to Course Policies.)

2.   American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th edition)
       Paperback: ISBN-13: 978-1433832161   ISBN-10: 143383216X $19.00

3.   Marzano, R. J. (2018). *The new art and science of classroom assessment.*
              ISBN-13: 978-1945349157   ISBN-10: 1945349158 $28.00

4.   Reigeluth, C. M., Karnopp, J. R. (2018). *Vision and action: Reinventing schools through personalized competency-based education*.
              ISBN-13: 978-1943360185   ISBN-10: 1943360189 $43.95

5.   Stanley, T. (2019). *Using rubrics for performance-based assessment: A practical guide to evaluating student work.*
              ISBN-13**:** 978-1618218674   ISBN-10**:** 1618218670 $25.86

IV.   REQUIREMENTS

A. Reading Assignments
1. **Textbook Reading**: You are expected to read the textbook. Class interactions and activities depend upon you being thoroughly familiar with the readings.

2. **Supplemental Reading:** Read all supplemental materials (i.e., handouts, journal articles, websites, etc.) that may be assigned by the instructor during the course.

B. Written Assignments:
1. **Annotated Bibliography**: Choose four current scholarly journal articles related to educational assessment. Complete an Annotated Bibliography Form for each article. Use the Annotated Bibliography Form found in CANVAS.

2. **Class Video Reports**: Online students will complete eight (8) reports. In-class students will complete reports for the first and last video. In-class students are also expected to complete reports for any class sessions missed due to absence from class.

3. **Discussion Questions**: A total of seven (7) topics and associated questions will be posted in CANVAS. For each question, students should post a 250 – 300 word response. Cite at least one source to support your response. Students should then respond to at least one other post made by a classmate.

4. **Performance-Based Assessments:** Design five (5) performance-based assessments. You can find more details for this assignment in CANVAS.

5. **Portfolio**: Create a digital portfolio that accurately represents what you have learned through this course. You can find more details for this assignment in CANVAS.

6. **Reflections**: When you have completed the majority of the course work for the week, write a 200 – 250 word reflection on how you have grown as an educator as a result of completing that week's assignments.

7. **Teacher In-service Day**: Plan an In-service Day for the staff at your school or an imaginary school. Your In-service Day should include five (5) sessions.

8. **Final Exam**

V.   METHODS

A. Teaching and Learning
1. Reading and Research
2. Writing
3. Project and Portfolio
5. Discussions
6. Lectures
7. Exam

B. Grading
1. **Weight given to assignments:**

Assignments:	Points:
Annotated Bibliographies	100 (25 x 4 ABs)
Class Participation (In-Class Students) Report on Videos (Online Students)	80 (10 x 8 reports)
Discussion Questions	140 (20 x 7 questions)
Performance-Based Assessments	150 (30 x 5 assessments)
Portfolio	150
Reflections	80 (10 x 8 reflections)
Teacher In-service	200
Final Exam (Proctor U)	100
Total:	**1000 points**

2. **Late Assignments**
   Late assignments may be penalized 10 percent of the grade on that assignment per week.

3. **Letter / Numerical Grade Scale**
   The grading scale listed in the current University Catalog will be used for this course

VI. COURSE POLICIES

A. The Bible as Required Textbook

The Bible is a required textbook in every course at Calvary University. To facilitate academic level study, students are required to use for assignments and research an English translation or version of the Bible based on formal equivalence (*meaning that the translation is generally word-for-word from the original languages*), including any of the following: New American Standard (NASB, English Standard Version (ESV), New King James (NKJV), or King James (KJV). Other translations and versions based on dynamic equivalence (*paraphrases and thought-for-thought translations like NLT and NIV*) may be used as supplemental sources. Please ask the professor if you have questions about a particular translation or version.

B. Academic Honesty

Plagiarism is defined as copying any content without identifying the source. This also includes taking another person's or AI entity's ideas or constructs and presenting them as your own. Plagiarism of any kind will not be tolerated.

Most assignments at Calvary require the student to produce original work. Therefore, unless specifically permitted by the instructor, the use of AI-generated content is prohibited (even if cited) as it does not represent original work created by the student and is an unreliable aggregate of ideas from other sources.

AI, however, may be utilized in cases where the instructor has explicitly permitted its use to accomplish specific tasks. It is only in these cases that AI-generated (or modified) content may be submitted by the student. If there are any questions as to the permissibility of AI use for an assignment, please ask your instructor for clarification.

All papers must be submitted in APA format and submitted to Turnitin prior to uploading onto Canvas.

C. Academic Activity & Participation

Students will be expected to engage in the material presented weekly and be able to summarize the content to meet learning objectives. Punctuality is expected out of professional courtesy and to minimize the disruption of the classroom dynamics.

D. Technology

Using technology to enhance the learning experience is an integral part of this course. However, technology can also cause distraction and inattentiveness. Cell phones should be set to silent and placed on the table or in a backpack/purse. ***Working on other assignments during class or using electronic devices for anything other than class activities or taking notes for the course will not be permitted.***

E. **Accommodations Statement**

Students with disabilities have the responsibility of informing the Accommodations Support Coordinator (aso@calvary.edu) of any condition that may require support.

F. **Style Guide**

All class papers must follow the APA style guide according to *Publication Manual of the American Psychological Association,* 7th edition.

G. **The Clark Academic Center**

The Clark Academic Center (learning@calvary.edu) is dedicated to providing free academic assistance for Calvary University students. Student tutors aid with all facets of the writing process, tutor in various subject areas, prepare students for exams and facilitate tests. Please take advantage of this service.

VII. COURSE OUTLINE AND CLASS SCHEDULE

Mods	Dates	Class Topics:	Assignments
1	**July 7th**	Introduction Current Theories and Practices in Educational Assessment	*Due by Midnight on **July 13th*** 1. Complete Class Video Report. 2. Complete assigned reading. 3. Complete Annotated Bibliographies. 4. Complete DQ#1. 5. Complete Reflection #1.
2		The Organizational Structure, Roles, Curriculum, and Culture Necessary for Learner-Centered Instruction	*Due by Midnight on **July 20th*** 1. Complete Class Video Report. 2. Complete DQ#2. 3. Complete assigned reading. 4. Complete Reflection #2.
3		Measurement Process Types of Assessment	*Due by Midnight on **July 20th*** 1. Complete Class Video Report. 2. Complete DQ#3. 3. Complete assigned reading. 4. Complete Reflection #3.

4		Task Analysis Rubrics Part 1	*Due by Midnight on **July 27th*** 1. Complete Class Video Report. 2. Complete Performance-Based Assessments. 3. Complete DQ#4. 4. Complete assigned reading. 5. Complete Reflection #4.
5		Rubrics Part 2	*Due by Midnight on **July 27th*** 1. Complete Class Video Report. 2. Complete DQ#5. 3. Complete assigned reading. 4. Complete Reflection #5.
6		Measuring Non-Subject Specific Skills Record Keeping Reporting	*Due by Midnight on **August 3rd*** 1. Complete Class Video Report. 2. Complete Teacher In-service. 3. Completed DQ#6. 4. Complete assigned reading. 5. Complete Reflection #6.
7		Facilitating the Educational Assessment Change Process	*Due by Midnight on **August 10th*** 1. Complete Class Video Report. 2. Complete Portfolio. 3. Complete DQ#7. 4. Prepare for Final Exam. 5. Complete Reflection #7.
8		Final Exam	*Due by Midnight on **August 15th*** 1. Complete Class Video Report. 2. Complete Final Exam. 3. Complete Reflection #8.

About Changes to this Syllabus*: The instructor reserves the right to make changes to this syllabus at any time during the course, but any change made will only be done after clearly communicating the need for the change and the specific change to be made via in-class announcement and Canvas announcement.*